

**THE EFFECT OF USING SELF MONITORING STRATEGY  
TOWARD READING COMPREHENSION  
OF THE SECOND YEAR STUDENTS  
AT SMAN 14 PEKANBARU**



**BY**

**SITI RAHMI UTAMI  
NIM. 10814003119**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM  
RIAU  
PEKANBARU  
1433 H/ 2012 M**

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A Thesis

Submitted to Fulfill One of Requirements  
for the Undergraduate Degree in English Education  
(S.Pd)



**BY**

**SITI RAHMI UTAMI**

**NIM. 10814003119**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM  
RIAU  
PEKANBARU  
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## ABSTRACT

Siti Rahmi Utami (2012): **“The Effect of Using Self Monitoring Strategy toward Reading Comprehension of the Second Year Students at SMAN 14 Pekanbaru.”**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text books at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The purposes of the research were to find out students' reading comprehension taught by Self Monitoring strategy and without Self monitoring strategy and to find out the significant effect of using self Monitoring strategy to improve students' reading comprehension at the second year of State senior high school 14 Pekanbaru. The sample of this research was Social major.

This research was an experiment research, precisely a quasi-experiment design non-equivalent control group. There were six meeting in giving treatment. The instruments of this research were observation and test. The sample was the second year students of SMAN 14 Pekanbaru.

The research findings show that the improvement could be seen from the score of t-test. Before giving treatment the mean of their point of the experiment class is 55,20 and the control class is 55,80. After giving the treatment in experiment, their point got 73,13. While the control class got 59,73 only. The total score is 5,217. Based on t-table  $2,00 < 5,217 < 2,65$ . Therefore, it could be conclude that there is significant effect of using self monitoring strategy toward reading comprehension of the second year students at SMAN 14 Pekanbaru.

## ABSTRAK

Siti Rahmi Utami (2012): **“Pengaruh Strategi Memonitoring Diri Sendiri terhadap Pemahaman Membaca Siswa pada Siswa Kelas Dua di SMA Negeri 14 Pekanbaru.”**

Berdasarkan hasil observasi yang dilakukan peneliti sebelum penmbuatan skripsi, penile menemukan permasalahan di dalam proses pembelajaran khususnya di pengajaran pemahaman membaca siswa di teks naratif. Oleh karena itu peneliti ingin melakukan penelitian ini.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemahaman siswa yang diajaran menggunakan memonitoring diri sendiri, kemudian untuk mengetahui pemahaman membaca siswa yang di ajarkan strategi yang biasa di gunakan guru disana dan salah satunya adalah strategi Tanya jawab. Dan yang terakhir adalah untuk mengetahui ada perbedaan pengaruh antara kedua kelompok tersebut. Pada penilitian ini, siswa yang akan diteliti adalah siswa jurusan IPS.

Penelitian ini adalah penelitian eksperiment, tepatnya quasi eksperiment yang jenisnya non-equivalen control group. Dalam penelitian ini, kelas eksperiment mendapatkan perlakuan (treatment) sebanyak enam kali pertemuan. Instrument penelitian ini adalah lembar observasi dan memberikan teks. Para pesertanya adalah siswa kelas dua SMA Negeri 14 Pekanbaru.

Temuan penelitian menunjukkan bahwa ada peningkatan, ini dapat dilihat dari, kemampuan siswa disekolah tersebut sebelum di berikan treatmen, mereka termasuk dalam kategori lemah, yaitu dengan nilai rata-rata mereka adalah 55.80 dikelas eksperimen, sedangkan dikelas control adalah 55.80. Setelah sudah diberikan treatmen dikelas eksperimen, nilai rata-rata mereka naik menjadi 73.13. Dan skor uji-t. Total skor t-test adalah 5,217. Berdasarkan t-table,  $2,00 < 5,217 < 2,65$ . Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi memonitoring diri sendiri terhadap kemampuan membaca siswa pada siwa kelas dua SMA Negeri 14 Pekanbaru.

## الْمُلَخَّصُ

ستي رحم أوتامي (2012) : أثر إستراتيجية مراقبة النفس "Memonitoring Diri Sendiri"

على فهم القراءة لدى الطلبة الصف الثاني بالمدرسة العالية الحكومية 14 بكنبارو.

القراءة هي أهم المهارات من المهارات العربية في تعلّم اللغة الانكليزية و القراءة قادرة علي إتقان الفهم إلى الطلبة عن كل ما يتعلّق عن نصّ اللغة الانكليزية مناسب برجائهم. ولكن ذلك الرجاء لم يكن حيز الحقيقة، إحدى العوامل المهيمن هي إستراتيجية في تعليم ذلك النصّ. في هذا الحال إستراتيجية مراقبة النفس "Memonitoring Diri Sendiri" هي إستراتيجية تامة لترقية فهم الطلبة عن النصّ، لأنّ هذه إستراتيجية تورّط مهارة الطلبة على فهم النصّ.

أهداف هذا البحث هي لمعرفة كيف فهم القراءة لدى الطلبة التي يُعلّم باستخدام إستراتيجية مراقبة النفس "Memonitoring Diri Sendiri"، ثم معرفة فهم القراءة لدى الطلبة التي يُعلّم باستخدام إستراتيجية المستخدمة من المدرس و إحدى تلك إستراتيجية هي إستراتيجية السؤال و الإجابة. وأخيرا لمعرفة هل هناك فرق في تأثير من هاتين إستراتيجيتين. في هذا البحث، الطلبة التي ستحللها الباحثة هي الطلبة قسم IPS.

هذا البحث هو البحث التجريبي، وهو "quasi eksperiment" على جنس "non-equivalen control group". في هذا البحث، قامت الباحثة باستخدام إستراتيجية المقصودة (treatmen) في الفصل التجريبي ستّ المرات من اللقاء. أداة في هذا البحث هي المراقبة و إعطاء النصّ. و موضوع البحث هو الطلبة في الصف الثاني بالمدرسة العالية الحكومية 14 بكنبارو.

من ما نالت الباحثة في هذا البحث فدلّ على أنّ هناك الترقية، هذا بنظر إلى قبل استخدام الإستراتيجية كانت . و بعد 55.80 في فصل التجريبي، أما في ضبط الصف فانتيجة هي 55.80 الطلبة تدخل إلى مستوى الضعيف، بانهيجة بمعدّل هي t-test. كل من درجة uji-t. و من درجة 73.13 استخدام الإستراتيجية في الفصل التجريبي، نتيجة بمعدّلن ترتفع إلى . لذلك، فالمُلخّص من هذا هي أنّ هناك أثر ذومعنى من استخدام 2,65 < 5,217 < 2,00، t-table. على أساس 5,217 " على فهم القراءة لدي الطلبة الصف الثاني بالمدرسة العالية Memonitoring Diri Sendiri إستراتيجية مراقبة النفس " الحكومية 14 بكنب

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problems

Reading is one of skills that students should mastering learning English. It is also one of the common ways to get information, knowledge, enrich their vocabulary, and improve their structure. The fundamental goal of reading activities is to know enough scientific and language. This goal can improve the quality of teaching English. Learners should have well understanding and comprehending the communication through the reading. In general, the aim of teaching reading is develop the students' ability to read material, get information and understand the text.

Furthermore, reading is a process or an activity in which readers are expected to seek information from the reading material. Kalayo said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.<sup>1</sup> It is an activity characterized by the translation of symbol, or letter into word and sentences that communicate information and mean something to the reader. It is why, students' problem in reading English has become an issue among the teachers of English in recent years.

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<sup>1</sup>. Kalayo Hasibuan, and Muhammad fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P. 115

The purpose of reading activity is determined the specific knowledge, skills and strategies that reader need to apply to achieve comprehension. Reading comprehension is thus much more than decoding.<sup>2</sup> It means when a person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. An in conclusion reading comprehension result when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose.

The success of learning English, especially reading is instilled by several factors. There are four dominant that involve it, namely teacher, teaching material, method of teaching and students. Even though both teacher and learner are in different in role, but they are mutually complemented one to another. Dealing with this, Brown said that in teaching learning process the teacher helps the students achieve learning.<sup>3</sup> In other hand, the teacher has role as play facilitator, instigator of the action, teaching materials and methods of teaching as the tools in which both between teacher and learners can achieve the goal.

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<sup>2</sup>. Ibid.

<sup>3</sup>. Brown, Dean James. *The Element of Language Curriculum: A Systematic approach to Program Development*. Boston: Heinle & Heinle Publisher. 1995. P. 179

Therefore the teacher should be able to guide students in their learning in order to get students' achievement in teaching reading.

In addition, the teaching of English reading as foreign language must create students to be active and focused in their reading. For this reason, the teacher should apply various technique, strategy and the material that are relevant and interest to the students in comprehending the passage well.

In accordance with the teacher as facilitator above, as the teacher must create teaching learning process that is focused on students' activity. Dealing with it, Chamot state that Students work through some processes for any challenging learning task or we are called by Strategy.<sup>4</sup> Even, Kalayo state Achieving the goal in teaching reading and developing students' awareness of reading process, it can be helped by implementing strategy especially in reading.<sup>5</sup> Therefore, it can be conclude that English teacher can apply strategy as role as facilitator in classroom or contrivance used to accomplish an immediate objective.

English is one of compulsory subject at SMAN 14 Pekanbaru, the objectives of English is also to develop ability to communicate in oral and written text that include listening, speaking, reading and writing. Especially reading, it has been taught in there. This point is concerned with the curriculum of SMA in which Syllabus *SBCD* (Standard based on Curriculum Development) have standard

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<sup>4</sup>. Chamot, Anna Uhl, Berhardt, Sarah, & Robbins, Jill. *The Learning Strategies Handbook*. USA: Longman.1995. P. 11.

<sup>5</sup>. Loc.it. P. 116.

competence the students comprehend the meaning in written text interactional and monologue such as descriptive, narrative, spoof, recount, procedure, report, news item, and etc. and base competence the students understand meaning of the simple written text monologue/essay fluently and accurately in narrative, descriptive, news item, report, hortatory exposition, spoof and explanation and respond the meaning of functional text for example: Announcement, instruction, etc.<sup>6</sup> The function of his type of the text is to accommodate communication and to get things done. The goal of teaching is to enable them to get general information from the text, specific information from the text, and for pleasure or interest.

SMAN 14 Pekanbaru is one of Senior High Schools in Pekanbaru. English is taught two times a week for 45 minutes. In teaching reading, the teacher does well. As the facilitator, she applies teaching learning process that focus on the students by using learning strategy. One of the strategies that are used QAR (Question Answer Relationship) strategy. This strategy uses some question to easier comprehend the text. Based on Raphael is as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for.<sup>7</sup> Even more important understands where the answer will come from. However it can help students

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<sup>6</sup>. Kusuma Budiyanti,, S.Pd. *Syllabus of SMAN 14 Pekanbaru 2010-2011*. ( Pekanbaru : Unpublished, 2010) . P. 3-12

<sup>7</sup> Raphael, *Question and Relationship*, 19 july 2006, accesses on march 2011, URL for this page: <http://www.readingquest.org/strat/qar.html>

comprehend the text. It is very absolutely expected to involve students actively in learning process by enabling them to get information from the text.

Contrary the facts based on my preliminary observation on 17 December 2010 and interview the English teacher in there; it was found that the students' reading comprehension is low. It looks from symptoms:

1. Some of the students are not able to identify ideas from the text.
2. Some of the students are not able to identify supporting ideas from the text
3. Some of the students get difficulties in predicting the content of the passage.
4. Some of the students get difficulties in organizing the word to be meaningful sentences.
5. Some of the students get difficulties to predict the synonym or antonym from new vocabulary
6. Some of the students get difficulties in making inference from the text.

Thus, to overcome those problems above, the writer is interested to apply Self Monitoring Strategies. According to Manning, this strategy can help student become true readers.<sup>8</sup> It means the students are able to comprehend the text and can understand about the content of the text. In addition, this strategy is enable student in making sense and develops their prior knowledge.

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<sup>8</sup> Manning, Maryann, *Teaching Pre-K 8*,  
[http://findarticles.com/p/articles/mi\\_qa3666/is\\_200201/ai\\_n9065913monitoring reading/html](http://findarticles.com/p/articles/mi_qa3666/is_200201/ai_n9065913monitoring%20reading/html). 2002

Finally, based on the symptoms that is found and this strategy that is effective to apply and not yet by the teacher and other researcher. Therefore the researcher is interested to conduct the study entitled **“THE EFFECT OF USING SELF MONITORING STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMAN 14 PEKANBARU”**

#### **B. Reason for Choosing the Title**

The researcher is interested choosing the title above because of some reasons. They are as follow:

1. This study is relevant with the writer as a student of English Educational Department
2. This study can be conducted for writer because the time and place are feasible.
3. This study can add knowledge of the researcher as candidate of teacher

#### **C. Definition of Terms**

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. Self Monitoring Strategy is a practical tool to help children learn to accurately self-monitor their own behavior as opposed to relying

on adults to monitor for them. Independent self-monitoring is essential for success as an adult and children who do not develop that skill can still learn it through the use of monitoring charts.<sup>9</sup> In this study, self monitoring Strategy is a strategy that is applied in reading comprehension of the second year students at SMA 14 Pekanbaru.

2. Reading Comprehension is According to Grabe (1997) in pagina reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts.<sup>10</sup> While comprehension is the ability of the student. In here means that, reading comprehension is ability in comprehending the text of the second year students at SMA 14 Pekanbaru.

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<sup>9</sup> O'Banion, Deborah, *Self Monitoring Strategy for Kids*,  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?edu=230](http://www.readwritethink.org/lessons/lesson_view.asp?edu=230). 2011 p. g 1

<sup>10</sup> Siquente, Pagina. *Reading Comprehension in Teaching English as a Foreign Language*,  
<http://www.accessmylibrary.com/article-1G1-91707955/sentence-sentence-self-monitoring.html>. 2002  
p.g 1

## **D. The Problem**

### **1. Identification of the Problem**

- a. How is student reading comprehension in comprehending text?
- b. Why does the student get difficulties in identifying main ideas text?
- c. Why does the student get difficulties in making inference the text?
- d. Why does the student get difficulties in identifying supporting ideas the text?
- e. Why does the student need much time in comprehend text?
- f. Why does the student get difficulties in answering question from text?
- g. What are factors that makes get difficulties in comprehend text?
- h. Can self monitoring strategy influence student's reading comprehension?

### **2. The Limitation of the Problem**

Because researcher finds many problems in this research, the researcher focuses and limits the problem to monitor the students' comprehension after they read Narrative text. Therefore this study focus on the effect of using self monitoring strategy toward reading comprehension in hortatory text of the second year students at SMAN 14 Pekanbaru.



### **3. Formulation of the Problem**

1. How is students' reading comprehension before being taught by using self monitoring strategy?
2. How is students' reading comprehension after being taught by using self monitoring strategy?
3. Are there any significant effect of students' reading comprehension between those students who were taught by using self monitoring strategy and those who do not?

### **E. The Objective and Significant of the Research**

#### **1. The Objective of the Research**

- a. To know the student's reading comprehension in comprehending the text before being taught self monitoring strategy.
- b. To know the student's reading comprehension in comprehending the text before being taught self monitoring strategy.
- c. To know whether there is positive effect in student's reading comprehension in Narrative text after taught by using self monitoring strategy of the second year students at SMAN 14 Pekanbaru.

## **2. The significant of the Research**

- a. To give contributions to the teacher in teaching reading
- b. By conducting this study, the researcher hopes it would be a guidance to improve student's reading comprehension
- c. To enlarge and develop the researcher insight and knowledge
- d. To be academic requirements to get undergraduate degree

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is approached as a thinking process—one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. The text also facilitates comprehension monitoring—a strategy that encourages students to be aware and conscious of their levels of understanding<sup>1</sup>. Numerous strategies for perceiving patterns and structure within sentences are included. In addition, According to Nunan states reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated.<sup>2</sup> It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

The resulting from reading is comprehension. Reading comprehension is complex activity.<sup>3</sup> So much occurs inside the mind of a hoe tough readers have become so good at it through a lifetime of practice

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<sup>1</sup> McWhorter, T., Kathleen, Guided to Collage Reading; 6<sup>th</sup> Edn. [ *Electronic Book* ] USA: Longman Press. 2003, p. 1

<sup>2</sup> Nunan, Devid. *Pratical English Language Teaching; 1<sup>st</sup> Edn*, Singapore: Mc. Graw Hill, 2003, p. 68

<sup>3</sup> Lewin, Larry, *Paving the Way in Reading and Writing*, San Fransisco: Jossey-Bass, 2003,p. 2.

that it is easy to forget it really is, how complicated the comprehension process is. Therefore reading comprehension is activity to catch the meaning from the text.

A relatively important skill in comprehension is grasping the main idea from reading a paragraph, an article or a story. The purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

In addition Brawn states there are two categories of Reading Skill. They are:<sup>4</sup>

a) Micro skill of Reading Comprehension

The micro skill refers to producing the smaller chunks of language such as;

1. Discriminate among the distinctive graphemes and orthographic pattern of English
2. Retain chunks of language of different lengths in short-terms memory
3. Process writing at an efficient rate of suit the purpose
4. Recognize a core of words, and interpret order patterns and their significant
5. Recognize grammatical word classes ( noun, verbs, etc.)

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<sup>4</sup> Opcit. H. Douglas Brawn. p. 187

6. Recognize that a particular meaning may be expressed in different grammatical forms
7. Recognize cohesive devices in written discourse and their significance for interpretation

b) Macro Skill of Reading Comprehension

The macro skill implies the reader's focus on the larger elements such as;<sup>5</sup>

1. To obtain information for some purpose or because we are curious about some topic
2. To obtain instruction on how to perform some task for our work or daily life
3. To keep in touch with friend by correspondence or to understand business letter

In other hand, the reading comprehension will be easy getting or achieving. According to William in McDonough usefully macro skills are; getting general information from the text, getting specific information from a text, and pleasure or for interest.<sup>6</sup> The brief explanation of those macro skills is as follow, they are:

Macro Skill

1. Recognize the rhetorical forms of written discourse and their significance for interpretation
2. Recognize the communicative functions of written text, according to form and purpose
3. Infer context that is not explicit by using background knowledge

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<sup>5</sup> McDonough, Jo, Shaw. & Christopher, Shaw. *Materials and Methods in ELT*; 2<sup>nd</sup> Edn. Australia; Blackwell Publishing. 2003.p. 90

<sup>6</sup> Ibid. p. 90

4. From described events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
5. Distinguish between literal and implied meanings
6. Detect culturally specific references and interpret them in context of the appropriate cultural schemata
7. Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of text.

Finally, Skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge-based processing is not appropriate reading activity, so that they fail to use knowledge they have.

## **2. Teaching Reading Comprehension.**

According to Penny states that there are three principles in teaching reading as follow, exploit the reader's background knowledge, build a strong vocabulary base, and Teach for comprehension. In addition Reading is a way to understand what the writer conveys to the reader. Reading is centrally a

comprehension process.<sup>7</sup> The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension include as follow;

- a. Identify meaning
- b. Built Vocabulary
- c. Understand about the text.

Beside Hughes explains that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.<sup>8</sup>

In this study, the researcher will use principle from Hughes. Therefore, it will be foundation and indicators variable x because it more completely than the others.

### **3. The Measurement of Reading Comprehension**

In this research, based on Bloom Taxonomy, we need to measure the cognitive domains that consists six points, they are: knowledge, comprehension, application, synthesis, analysis, and evaluation. This study will give test; pre-test and post test to the student. Actually, in assessing reading ability accurately is not easy job. According to Kalayo, he stated

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<sup>7</sup> Grabe, William. *Reading in Second Language; Moving from Theory to Practice*. USA: Cambridge University Press [*Electronic Book*]. 2009. p. 15

<sup>8</sup> Hughes, Arthur. *Testing for Language Teacher; 2<sup>nd</sup> edition*. USA: Cambridge University, 2003, p. 13.

reading ability is very difficult to assess accurately<sup>9</sup>. But, in teaching reading in our curriculum (KTSP), if the students are able to achieve to goal, this means that assessment of reading ability needs to be correlated with purposes of reading. According to Hughes, there are many techniques that can assess the students' comprehension but the researcher used Multiple choices. This technique is a technique that will be designed by using four choosing and the respondent will choose one, it based on the question. This technique can assess the student's reading comprehension. Therefore, the writer can measure based on Bloom Taxonomy but the researcher uses three from six points. They are knowledge, comprehension, and application.

#### **4. The Concept of Self Monitoring Strategy.**

Self-monitoring strategy is an effective tool for generalizing and maintaining skills over time, because students can perform them any time and in any setting without needing an adult to help them.<sup>10</sup> In addition Self-monitoring is a strategy that actively involves the child in the instruction, management, evaluation, and reinforcement of a newly taught appropriate behavior. It promotes the child's self-direction and independence by shifting

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<sup>9</sup> Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as Foreign Language ( TEFL)*. Pekanbaru: Alaf Riau Graha. 2007. p. 123

<sup>10</sup> Kaser, Hoffman, Catharine. *Self Monitoring Strategy*,  
<http://www.learnalberta.ca/content/insp/html/teacher/usingselfmonitoringstrategies.pdf>. 2009. p. 5.



behavioral control away from adults (mom and dad) to the child.<sup>11</sup> It is relatively unobtrusive, appeals to students, and is inexpensive and relatively quick to implement. Therefore, it is a strategy that can increase the behavior to students in developing prior knowledge. Monitoring and adapting strategies can be taught as learning habits.

Then self monitoring strategy is a strategy that readers use read during the reading process that lets them know whether they read correctly.<sup>12</sup> It means self monitoring strategy help the students comprehend the text and teaching by using self monitoring strategy can increase the behavior student to monitor their comprehension.

Beside, self-monitoring can be used with a broad variety of behaviors. For the teacher purposes, it focuses on areas that most directly concern strategy instruction: on-task behavior and academic responding. In addition Self-monitoring is a strategy that can be used with students of all ages and disabilities.<sup>13</sup> There are two major types of self-monitoring interventions self monitoring of attention junior high school and self-monitoring of performance. In senior high school, students self-assess whether or not they

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<sup>11</sup> Sally, M. Self Monitoring to Children at Home.

<http://cecp.air.org/familybriefs/docs/SelfMonitoring.pdf>. 2009. p.1

<sup>12</sup> Cohen, L, Vicky & Cowen, Edwin, Jhon, *Literacy for Children in an Information*; in Teaching Writing and Readung.USA, Thompson:2008.p. 194.

<sup>13</sup> \_\_\_\_\_, <http://education.odu.edu/esse/docs/selfmonitoring.pdf>, retrieve on March 2011, p.1

are paying attention when cued (typically, cuing is performed through the use of randomly presented taped tones) and self-record the results. In Junior High School, students self-assess some aspect of academic performance (e.g., number of correct practices) and self-record the results (Reid, 1993; Reid & Harris, 1989).<sup>14</sup>In conclusion, it can use to SMP to SMA. It enables to help the student that has good behave in teaching Reading.

Using self monitoring strategy the students know that she/he has not understood something in a text.<sup>15</sup>it is very important to the students because of by using it they will review the material and their activity so as to comprehend be better. The students self monitoring strategy to decide which problem they are having comprehend.

Dealing above self monitoring strategy can be applied for all students in increasing their behavior. In this study self monitoring is used for the second year students to teach their reading comprehension.

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<sup>14</sup> Harris, K. R., & Graham, S. (1999). Programmatic intervention research: Illustrations from the evolution of self-regulated strategy development. *Learning Disability Quarterly*, 22, 251–262.  
Robert, Reit., & Lienemenn, Ortiz, Torri. *Strategy Instruction for Student Learning Disabilities*, New York: The Guilford Press [ *Electronic Book*].2006.p.72

<sup>15</sup> Kinberg, Margon, *Teaching Reading in the Contentent Areas fo Elementary Teacher*. U.S.A: Shell Education. 2007. p. 68.

## 5. Teaching Reading by Using Self Monitoring Strategy

According to Paula, How to teach Reading by Using Self Monitoring includes;<sup>16</sup>

- a. Identifying where the difficulty occurs

What part of the selection didn't you understand?

What word or words confused you or were unfamiliar?

What didn't make sense to you?

- b. Restating the difficult sentence or passage in their own words

What do you think they are trying to say?

- c. Looking back through the text

Did the author mention this before?

What did he say about it?

- d. Looking forward in the text for information that might help them to resolve the difficulty

Are there any charts or graphics that might help?

Oh, the next section tells me more about that. I need to read on.

In addition, Maryann is also explain, as follow;<sup>17</sup>

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<sup>16</sup> Guingser, Paula. *Teaching Self Monitoring to Reading Comprehension*, [http://www.readwritethink.org/lessons/lesson\\_view.asp?edu=230](http://www.readwritethink.org/lessons/lesson_view.asp?edu=230). 2010. p.1

<sup>17</sup> Manning, Maryann, *Teaching Pre-K 8*, [http://findarticles.com/p/articles/mi\\_qa3666/is\\_200201/ai\\_n9065913monitoring reading/html](http://findarticles.com/p/articles/mi_qa3666/is_200201/ai_n9065913monitoring%20reading/html). 2002. p. 5

#### Demonstrations with texts

1. Read aloud a difficult passage about a scientific topic. Ask students if they understand the text. As a class, discuss why the text was difficult: there were unknown words, long sentences, unfamiliar concepts, etc. Next, read an age-appropriate passage from an encyclopedia or nonfiction book about the same topic. Discuss why the second text was easier to understand.
2. Show a transparency or a Power Point(TM) presentation of different texts that present problems for readers: unknown words or concepts, poorly written text, etc. Discuss the strategies you can use: rereading, studying the topics, looking at pictures and skipping words.

#### Demonstrations by the teacher

1. Think aloud as you read a text you find difficult to comprehend. Talk about the strategies you use such as, "Will it help me to reread?" and "Should I read ahead to see if that will help me to make sense of this text?" If there are pictures, say, "Can I study the picture to see if that will help me?" "Will it help me to visualize the story?" and "Did I pay attention to punctuation?"
2. When you are reading literature to the class, occasionally discuss how you are thinking like a strategic reader. Make statements like, "Did that make sense?" "Did that sound like language?" "I'll read this sentence again," "I want to guess at the word" and "What else can I do?"

#### Demonstrations by students

1. Ask pairs of students to tape-record themselves reading texts. Ask them to talk about their miscues (words that are different from the text). See if they can figure out the reason for the miscue. Discuss how miscues that do not affect meaning are strength and not a weakness.
2. Ask students to find texts they cannot understand. Ask them to discuss whether they think they have the background knowledge necessary to comprehend the passage. If they determine prior knowledge to be the problem, ask them to hypothesize about the subject matter.

Beside Kinberg self monitoring strategy can use to teach story text and social studies, the procedure as follow,<sup>18</sup>

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<sup>18</sup> Kinberg, Margot, *Teaching Reading for Content Area*, USA: Shell Education. 2007. P. 273

1. The students answer the question

1. What was it?

2. Who was involved?

3. Important facts about it?

4. When did this occur?

5. Why did it Happened?

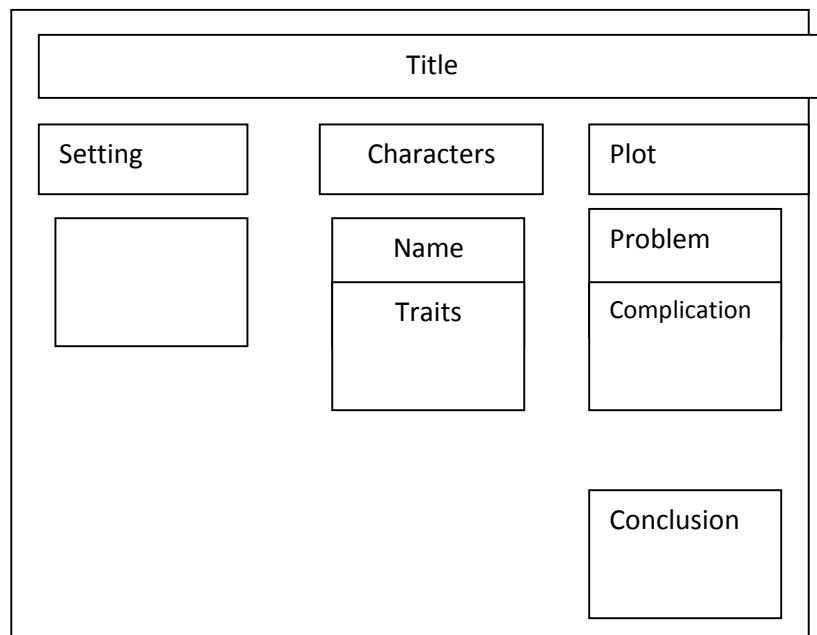
6. What were the consequences?

7. Other facts other remembering?

8. Explain that frame are also helpful for summarize a story. A story look like as follow;

**Table 5.1**

Frame



9. The Students' activity is checked by the teacher.

In conclusion, the researcher used Kinberg model in teaching reading comprehension for narrative text. It easy to apply and the students will feel fun with frame activity.

## **6. The Nature of Narrative text**

Narrative text is the text that concerned with talking about the events. Moreover, narrative is the text that tells the events happened in the past time that consists of problem-solving such as folktale, legend, and fable.<sup>19</sup> This statement emphasize that narrative text is the kind text to retell the story that past tense. Narrative always deals with some problems which lead to the climax and then turn into a solution. The main characteristics of narrative text are follows:

The generic structure of narrative text:

1. Introduction: it set the scene and introduces the characters, time, and place.
2. Complication: the problems that arise in the story. The complication is divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.

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<sup>19</sup>Pardiyono. *Pasti Bisa Teaching Genre Based Speaking*. (Yogyakarta: CV.ANDI OFFSET,2009 ), p. 121

3. Resolution: the character find out the solution of the problem happened.

In linguistics characteristics of narrative text, according to English K-6 Modules, the grammatical features of narrative text are follows: <sup>20</sup>

- A. Use of simple past tense.
- B. Use of particular nouns to refer to or describe the particular people, animals, and things that the story is about.
- C. Use of adjectives to build noun groups to describe the people, animals, or things in the story.
- D. Use of conjunction and time connectives to sequence event through time.
- E. Use of adverbs and adverbial phrases to locate the particular incidents or events.
- F. Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

Example of narrative text:<sup>21</sup>

**The fortune teller**

In the great city of Taipei, there lived a man called Lin and his wife. They had no children. Because of this, they were very unhappy. One day, they found a baby boy outside their door. He was wrapped in a blanket and crying. They took the baby into their house and called Him Sau Ling. They loved him very much.

When Sau Ling was young man, a fortune-teller came to the house. "You must send your son away," he said. "One day he will become a thief and cause you a lot of trouble."

Mr and Mrs Lin were very sad to hear this. They believed what the fortune-teller said. They gave Sau Ling some clothes and money and sent him away.

Several years letter, Sau Ling was having a meal in an inn several miles from Taipei. He put his bag on the floor near his table. After finishing his meal, he picked up his bag. "That's strange!" he thought, "It feels so heavy." He looked inside. It was full of small gold bars. Then he realized that someone had taken his bag by mistake and left another bag, in its place.

That evening, a young man came to the inn, "Has anyone seen my bag?" he asked. Sau Ling was very honest. He returned the bag to him. The young man thanked him. "You are really

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<sup>20</sup> English K-6 Module. (Australia: Board of Studies NSW, 1998), p. 37

<sup>21</sup> Diana Ferdianti. *Intensive-Learning English: for Grade X Senior High School (SMA/MA)*. (Jakarta Selatan: PT.Setia Purna Inves, 2005), p. 13

very honest,” he said. “I shall ask my father to give you job.” The young man’s father was rich merchant. He gave Sau Ling a good job. “But go home first,” he said, “and take a holiday.” Sau Ling returned to Taipei. Mr and Mrs were delighted to see him again. The fortune-teller was also present. Sau Ling told them what had happened. The fortune-teller did not know what to say. He left the house without saying word. Mr and Mrs Lin never believed in fortune-teller after that. Sau Ling took them to live with him and they were very happy and contented until the end of their lives.

## **7. The Relevant of The Research**

A research from Sheila R. and Alber Morgan

On, 2010 Sheila and her friends conduct the research entitle “The Effects of Self-Monitoring of Story Elements on the Reading Comprehension of High School Seniors with Learning Disabilities.” This study is conducted in America. Findings demonstrated a functional relation between the self-monitoring.

A research from Faye Antoniou<sup>1</sup> and Elmar Souvignier in J. W. Goethe University , Frankfurt on 2007. He conducts a research entitle “ Strategy Instruction in Reading Comprehension: An Intervention Study for Students with Learning Disabilities”. This study uses self regulated, self regulated is a type of self monitoring strategy and research finding is there any significant difrent between students are taught by using this strategy and who do not

## **8. The Operational Concept**

The operational concept, the researcher would like to explain briefly about variable of the research itself. There are two variables will be used. The first is



self monitoring strategy to the teacher' technique in teaching reading comprehension, the second is students' ability in reading. Self monitoring strategy is an independent variable and reading comprehension is a dependent variable, to operate the investigation on the variable, the researcher will work based on the following indicators.

1. The indicators of self monitoring strategy

- a. The students read the text.
- b. The students use prompt card.
- c. The students predict of main ideas
- d. The students complete their activity, describe passage with, why, where, when and or looked was done.
- e. Their activities are checked by the teacher.

2. The indicators of Variable Y ( Reading Comprehension )

- a. Students are able to identify pronominal references in narrative text
- b. Students are able to identify main ideas in Narrative text
- c. Students are able to indentify the purpose of Narrative text.
- d. Students are able to identify generic structure of Narrative text
- e. Students are able to infer meaning of an unknown Narrative text

- f. Students are able to make inferences

## **9. Assumptions and Hypotheses**

### **1. Assumption**

In this study, the researcher assumes that

- a. The students' reading comprehension are various
- b. Teaching by using self monitoring strategy can influence the students' reading comprehension

### **2. Hypotheses**

$H_0$  : There is no significant of student' reading comprehension between those students who taught by using self monitoring strategy at the second year students of SMAN 14 Pekanbaru and who do not.

$H_a$  : There is a significant difference of student' reading comprehension between those students who taught by using self monitoring strategy at the second year students of SMAN 14 Pekanbaru and who do not.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. RESEARCH DESIGN**

The type of this research is Experiment research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup> In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.<sup>2</sup> In this research, the researcher uses quasi-experimental design with nonequivalent control group. It is an appropriate one to this research in order to know the significant effect of using self monitoring strategy toward students' reading comprehension at SMAN 14 Pekanbaru.

In conducting this research, the researcher took two classes; one class is as an experimental class taught by self monitoring strategy and one other is as a control class taught by Question Answer Relationship Strategy. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' reading comprehension. Then there were treatment at the middle. During treatment, the researcher were corporate by the observer, and posttest at the end of the teaching learning processes in order to know

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<sup>1</sup> Jhon.w.cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: pearson education,2008),pp.299

<sup>2</sup>L.R Gay.*Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall,2000.p.15

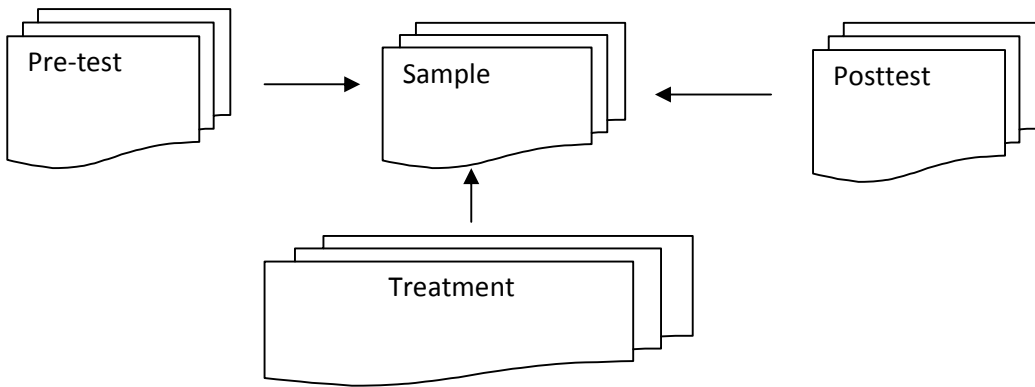
the effect of using self monitoring strategy toward students' reading comprehension.

So, the design of this research can be illustrated as follows:

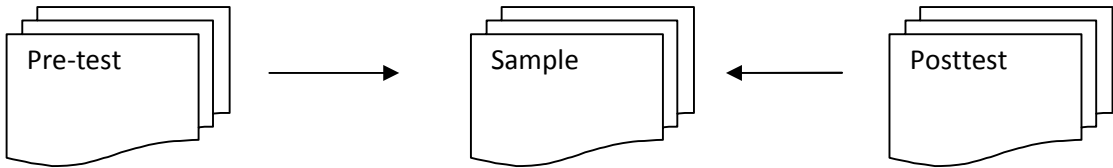
**Table III.I**

**The Diagram of Research Design**

**A. Experimental Class**



**B. Control Class**



## **B. The Location and the Time of the Research**

The Research conducted at the second year students of SMAN 14 Pekanbaru that is located at Simpang Tiga Street, in 2011/2012 of academic year. The research did on December-February.

## **C. The Subject and the Object of the Research**

The subject of this study was the second year students of SMAN 14 Pekanbaru. The Object of the research is the effect of using self monitoring strategy toward reading comprehension of the second year students at SMAN 14 Pekanbaru.

## **D. The Population and Sample of the Research**

The population of this study was the second year students of SMAN 14 Pekanbaru in 2011/2012 academic years. There are 4 classes which consist for 2 classes for science department and 2 classes for social department. The total number of the second year students of SMAN 14 Pekanbaru is 150 students.

The population above is large enough to be all taken as sample of the research. Based on the limitation of the research, the researcher takes only two classes of social department after doing clustering sample randomly; XI IPS II as a experimental class and XI IPS I as a control class. Those are as the sample of the research by numbers 79 students; 40 students for control class and vice versa.

**Table III.II**

**THE TOTAL POPULATION OF THE SECOND YEAR  
STUDENTS OF SMAN 14 PEKANBARU 2011-2012**

No.	Class	Total	Complement
1.	The Second Years students of SMA 14 Pekanbaru ( XI IPA I, IPA II, IPS I, and IPS 2)	140	Population
2.	XI IPS I	30	Sample (as a experimental calss)
3.	XI IPS II	30	Sample ( as control class)

## **E. The Technique of Collecting Data**

### **1. Observation**

An observation is the current status of a phenomenon determined by observing. In this research, the observation is divided into two parts:

- a. Observation done to know students difficulties in reading had been conducted at the beginning of doing the research by the result in the background at first chapter.
- b. Observation aimed to observe the teaching learning processes condition at school in order to know how Self Monitoring Strategy applied.

### **2. Test**

This study gave test; pre-test and post test to the student. Actually, in assessing reading ability accurately is not easy job. According to Kalayo states, reading ability is very difficult to assess accurately<sup>3</sup>. But, in teaching reading in our curriculum (KTSP), if the students are able to achieve to goal, this means that assessment of reading ability needs to be correlated with purposes of reading. According to Hughes, there are many techniques that can assess the students' comprehension but the researcher only used multiple choice. Multiple choices

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<sup>3</sup> Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as Foreign Language ( TEFL)*. Pekanbaru: Alaf Riau Graha. 2007. p. 123



technique are a technique that will be designed by using four choosing and the respondent will choose one, it based on the question. This technique can assess the student's reading comprehension.

## **F. The technique of Data Analysis**

The technique of analysis data, this study used t-test because this study will compare the result of test between pre test and post test from control class and sample class.

T-test formula

$$t_{obs} = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

t- obs : t-test

Mx : The means of post test/ post-observation Experimental group

My : The means of post test/ post-observation control group

SDx : Standard deviation of experimental group

SDy : Standard deviation of control group

N : Number of student<sup>4</sup>

The t-table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The t-obtain

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<sup>4</sup> Moh, Hariyadi, *Statistik Pendidikan*, Jakarta, PT. Prestasi Pustaka, 2002 P. 212.

value is consulted with the value of  $t$  -table at degree of freedom ( $df$ ) = ( $N_1 + N_2$ ) - 2 statically hypothesis

$$H_a = t_o > t\text{-table}$$

$$H_o = t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is effect of using self monitoring strategy technique toward student' reading comprehension

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no effect of using self monitoring strategy toward student' reading comprehension.

## **G. The Validity and Reliability of the Test.**

### **a. The Validity of the Test.**

There are some types of validity namely; content validity, criterion related validity and construct validity, etc. This research applied content validity, which concerned with how well the test measure the subject and learning outcomes covered during instruction period. The content validity of the test must show that a test represent all material objectives to be obtained by the students.

Table. III.III

**THE BLUPRINT OF THE TEST**

<b>NO</b>	<b>INDICATORS</b>	<b>TOTAL ITEM</b>	<b>NUMBER OF ITEM</b>
<b>1</b>	Students are able to identify pronominal references in narrative text.	<b>4 items</b>	<b>1,11,21,23</b>
<b>2.</b>	Students are able to identify main ideas in Narrative text	<b>4 items</b>	<b>2,12,22,24</b>
<b>3.</b>	Students are able to indentify the purpose of Narrative text	<b>3 items</b>	<b>3,13,25</b>
<b>4.</b>	Students are able to identify generic structure of Narrative text.	<b>4 items</b>	<b>4,14,17,19</b>
<b>5.</b>	Students are able to infer meaning of an unknown Narrative text	<b>5 items</b>	<b>5,7,15,18,20</b>
<b>6.</b>	Students are able to make inferences	<b>5 items</b>	<b>6,8,9,10,16</b>

In this research, the writer used multiple choices as the instrument of the test. In giving the test for respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson et.al in Suharsimi claims the statement “a test is valid if the measure what is purposes to measure.”<sup>5</sup>

The validity in this research used construct validity. This particularly measured the purpose of the test based on the purpose of particular instruction. It means that every item in the measured the particular instruction in thinking aspect.<sup>6</sup> The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where;

N = Total number respondent

R<sub>xy</sub> = Correlation coefficient

$\sum X$  = Total score of one item

$\sum Y$  = Total score of all items

$\sum XY$  = Multiple coefficient of X and Y

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<sup>5</sup> Suharsimi Arikunto,, *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*, Jakarta: PT. Bumi Aksara. 2009. p.65

<sup>6</sup> Ibid. p. 67

Table. III.IV

**The Interpretation of Validity**

Coefficient correlation	Category
0.800-1.00	Very high
0.600-0.800	High
0.400-06.00	Enough
0.200-0.400	LOW
0.00-0.200	Very Low (invalid)

**b. The Reliability of the Test.**

Reliability refers to consistency of the test when it is administrated to different students in different school. The data was calculated by using Kuder-Richardson 21 formula (KR-21) in order to estimate the reliability of the test.

$$r = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{KS^2} \right]$$

Where:

K = the numbers of items of the test

M = the mean of the score

S = the standard deviation of the score

The value of the reliability standard is as the following:

0.00-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is significant

0.61-0.80 = the reliability is high

0.81-1.00 = the reliability is very high

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Presentation**

##### **1. The Description of the Data**

The aim of this study is to obtain the influence of the application of Self Monitoring Strategy toward Reading Comprehension of the Second Year Students at SMAN 14 Pekanbaru. The data of this research were the scores of the students' post-test. Before giving post-test, the researcher gave pre-test to two classes as the samples, to know their reading comprehension before treatment.

The data were obtained by giving post-test to the experiment and control groups. The reading comprehension test was given by the researcher consist of four reading text. Then, the researcher gave to the student twenty five question that made based on indicators of reading comprehension.

##### **2. The Data Presentation (Test)**

###### **a. Data from Classroom Observation.**

In order o present the data about strategy used by the students in teaching reading comprehension. It can be described I the tables regarding the frequency distribution of each observation. The researcher did eight observation to experiment class about the implementation self monitoring strategy toward

reading comprehension of the second year students at SMAN 14 Pekanbaru. To make clearer data, can be seen in the table below:

**Table VI. 1**

**OBSERVATION CHEKLIST**

Meeting : 1  
 Date : January 16<sup>th</sup>, 2012  
 Class : Experiment Class (XI IPS 1)  
 Day : Monday

NO	INDICATORS	YES	NO
1.	The Students read the text		
2	The Students use frame or prompt card		
3.	The students explain their activity		
4	Their activities is checked by the teacher		

**Table VI.2**

**OBSERVATION CHEKLIST**

Meeting : 2  
 Date : January 24<sup>th</sup>, 2012  
 Class : Experiment Class (XI IPS 1)  
 Day : Monday

NO	INDICATORS	YES	NO
1.	The Students read the text		
2	The Students use frame or prompt card		
3.	The students explain their activity		
4	Their activities is checked by the teacher		



**Table IV. 3**

**OBSERVATION CHEKLIST**

Meeting : 3  
Date : January 30<sup>th</sup>, 2012  
Class : Experiment Class (XI IPS 1)  
Day : Monday

NO	INDICATORS	YES	NO
1.	The Students read the text		
2	The Students use frame or prompt card		
3.	The students explain their activity		
4	Their activities is checked by the teacher		

**Table VI.4**

**OBSERVATION CHEKLIST**

Meeting : 4  
Date : February 6<sup>th</sup>, 2012  
Class : Experiment Class (XI IPS 1)  
Day : Monday

NO	INDICATORS	YES	NO
1.	The Students read the text		
2	The Students use frame or prompt card		
3.	The students explain their activity		
4	Their activities is checked by the teacher		

**Table VI.5**

**OBSERVATION CHEKLIST**

Meeting : 5  
Date : February 13<sup>th</sup>, 2012  
Class : Experiment Class (XI IPS 1)  
Day : Monday

NO	INDICATORS	YES	NO
1.	The Students read the text		
2	The Students use frame or prompt card		
3.	The students explain their activity		
4	Their activities is checked by the teacher		

**Table VI.6**

**OBSERVATION CHEKLIST**

Meeting : 6  
Date : February 27<sup>nd</sup>, 2012  
Class : Experiment Class (XI IPS 1)  
Day : Monday

NO	INDICATORS	YES	NO
1.	The Students read the text		
2	The Students use frame or prompt card		
3.	The students explain their activity		
4	Their activities is checked by the teacher		

The table of observation checklist from first meeting to last meeting shows every step has been done by the researcher. The indicators of implementing self monitoring strategy in experimental class had been checklist by the observer. It means that the steps have been done 100%. It can be conclude that implementing self monitoring strategy is run well.

### **b. Data from Test**

The data of table students of reading comprehension based on their answer of the question are presented in the following table:

Experimental Class

**Table VI.7**

#### **The Result of the Experiment Group in Pre-Test and Post Test**

No	Nama	Jenis Kelamin	kelas	Nilai		Category	
				Pre	Post	Pre	Post
1	S1	L	XI IPS 1	40	72	VL	H
2	S2	L	XI IPS 1	76	88	H	VH
3	S3	L	XI IPS 1	76	80	H	VH
4	S4	P	XI IPS 1	60	78	E	H
5	S5	L	XI IPS 1	64	76	E	H
6	S6	P	XI IPS 1	84	88	H	H
7	S7	P	XI IPS 1	52	76	L	H
8	S8	L	XI IPS 1	52	80	L	VH
9	S9	P	XI IPS 1	60	72	E	H
10	S10	P	XI IPS 1	60	76	E	H
11	S11	P	XI IPS 1	60	68	E	E
12	S12	P	XI IPS 1	52	72	L	H
13	S13	P	XI IPS 1	60	80	E	VH
14	S14	P	XI IPS 1	64	80	E	VH
15	S15	P	XI IPS 1	56	60	L	E
16	S16	P	XI IPS 1	52	72	L	H
17	S17	P	XI IPS 1	44	60	VL	E
18	S18	L	XI IPS 1	60	82	E	VH
19	S19	L	XI IPS 1	56	76	L	H
20	S20	P	XI IPS 1	52	78	L	H
21	S21	P	XI IPS 1	44	68	VL	E
22	S22	P	XI IPS 1	40	60	VL	E
23	S23	L	XI IPS 1	44	64	VL	E
24	S24	L	XI IPS 1	52	68	VL	E

25	S25	L	XI IPS 1	48	60	VL	E
26	S26	L	XI IPS 1	48	68	VL	E
27	S27	P	XI IPS 1	60	76	L	H
28	S28	L	XI IPS 1	52	78	L	H
29	S29	P	XI IPS 1	44	60	VL	E
30	S30	P	XI IPS 1	62	78	L	H
	TOTAL			1674	2194		

From table above, the total score of pre test in experiment class is 1674, and total score in post test is 2194. Addition, there were eight students who very low category and there were ten students who get low category in pre test. It means that the percentage of students who include very low and low category in pre test is 60%. Then, there were eight students who get enough categories and percentage is 27%. The last, there were three students who get very high and high categories. It means the percentage of very high and high categories 3% only in pre test.

While, in post test there were not students who get very and low categories. It means the percentage of this category 0%. The enough categories were ten students; the percentage of this category is 33%. There were fourteen students who get high category. It means the percentage of high category is 47%. Finally there were six students who get very high category; the percentage is 20%.

### **c. Data of Control Group**

In control group, there were thirty students and they had the same reading comprehension test as experimental group. The pre-test was given in the first meeting of the study and post-test was given in last meeting of the study. The description of students scores of reading comprehension test in control group as following table:

**Table VI.8****The Result of Control Group in Pre Test and Post Test**

NO	Name	SEX	Class	Score		Category	
				Pre	Post	Pre	Post
1	S1	P	XI IPS II	56	60	L	E
2	S2	P	XI IPS II	52	60	L	E
3	S3	P	XI IPS II	80	80	VH	VH
4	S4	P	XI IPS II	48	50	VL	L
5	S5	P	XI IPS II	76	78	H	H
6	S6	P	XI IPS II	78	78	H	H
7	S7	P	XI IPS II	70	74	H	H
8	S8	L	XI IPS II	86	86	VH	VH
9	S9	L	XI IPS II	56	56	L	L
10	S10	L	XI IPS II	52	54	L	L
11	S11	P	XI IPS II	40	52	VL	L
12	S12	P	XI IPS II	52	52	L	L
13	S13	L	XI IPS II	36	40	VL	VL
14	S14	L	XI IPS II	48	60	VL	E
15	S15	L	XI IPS II	40	42	VL	VL
16	S16	P	XI IPS II	48	50	VL	L
17	S17	P	XI IPS II	44	52	VL	L
18	S18	P	XI IPS II	48	60	VL	E
19	S19	P	XI IPS II	76	76	H	H
20	S20	P	XI IPS II	72	72	H	H
21	S21	P	XI IPS II	56	60	L	E
22	S22	P	XI IPS II	44	52	VH	L
23	S23	P	XI IPS II	48	48	VH	VH
24	S24	L	XI IPS II	60	60	E	E
25	S25	P	XI IPS II	52	60	E	E
26	S26	P	XI IPS II	52	52	L	L
27	S27	P	XI IPS II	52	60	E	E
28	S28	P	XI IPS II	56	60	E	E
29	S29	P	XI IPS II	56	56	L	L
30	S30	P	XI IPS II	52	52	L	L
	Total			1686	1792		

From table above total score of pre test in control class is 1686 and total score in post test is 1792. There were seventy students who get very low and low category. The percentage of very low and low category is 56% in pre test and the students who get very low and low category were thirteen persons; the percentage is 43%. Then, there were four persons who get enough categories in pre test; the percentage of enough categories is 13%. In post test there were nine students who get enough categories. It means that, the percentage of this is 30%.

Then, the high category was five persons in pre test; the percentage of high category is 17%. There were five students who get high category in post test. It means, it is same as pretest and the percentage is 17%. In pre test, the student who get very high category is four persons; the percentage is 13%. There were three students only in pre test in this category. The percentage is 10%.

Finally, from two tables; experiment and control groups, it could be seen. In experimental class; there were differences of increasing comprehension in pre test and post test but in control class, their comprehension was same in pre test and post test.

#### **d. The Reliability of the Test**

In this study, the reliability of the test was calculated by KR-21 formula, as follow:

$$r = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{KS^2} \right]$$

$$K = 20$$

$$M = 13.78$$

$$S^2 = 19.37$$

The calculation of the reliability of the test can be seen in Appendix. The calculation shows that reliability of the test is 0.82. it means that the test is reliable because the value of reliability of the test has a very high calculation.

## B. The Data Analysis Technique

In analyzing the data, the data were obtained through pre and post test.

To easier, the researcher used SPSS 16 program as seen;

1. The result of mean and standard deviation of pre test in experimental and control group.

**TableVI.9**  
**Statistic of Pre Test (Experiment and Control Group)**

	N	Mean	Std. Deviation	Std. Error Mean
Experiment	30	55.80	10.483	1.914
Control	30	56.20	12.944	2.363

Based on table above, mean of pre test for experiment group is 55.80 and standard deviation for experimental class is 10.483. Then, mean of pre test of control group is 56.20 and standard deviation is 12.944. It means that the students' pre test of experiment and control groups are classified law.

2. The result of mean and standard deviation of post test in experiment and control groups.



**Table VI.10**  
**Statistic of Post Test (Experiment and Control Group)**

	N	Mean	Std. Deviation	Std. Error Mean
Experiment	30	73.13	8.097	1.478
Control	30	59.73	11.504	2.100

Based on table above, mean of post test for experiment group is 73.13 and standard deviation is 8.097. Then, mean of post test for control group is 59.73 and standard deviation is 11.504. It can be conclude that, the reading comprehension of experiment is classified high. Meanwhile, the students' reading comprehension of control group is enough

**a. Analysis of Experimental Group**

$$X = \frac{73.13 - 55.80}{55.80} \times 100\%$$

$$X = \frac{17.33}{55.80} \times 100\%$$

$$= 31.06\%$$

**b. Analysis of Control Group**

$$\begin{aligned}
 X &= \frac{59.73 - 56.20}{56.20} \times 100\% \\
 &= \frac{3.53}{56.20} \times 100\% \\
 &= 6.34\%
 \end{aligned}$$

The data above show the differences between mean and standard deviation of experimental and control group. Based on result, experiment group increased 31.06% and control group increased 6.34%.

### c. Testing Hypothesis.

To obtain the result of the effect of self monitoring strategy toward reading comprehension, the formula of t test can be seen below

$$\begin{aligned}
 t_{0} &= \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{73.13 - 59.73}{\sqrt{\left(\frac{8.097}{\sqrt{29}}\right)^2 + \left(\frac{11.504}{\sqrt{29}}\right)^2}} \\
 &= \frac{13.4}{\sqrt{\left(\frac{8.097}{5.88}\right)^2 + \left(\frac{11.504}{5.88}\right)^2}} \\
 &= \frac{13.4}{\sqrt{(1.5)^2 + (2.14)^2}} \\
 &= \frac{13.4}{\sqrt{2.25 + 4.5796}} \\
 &= \frac{13.4}{\sqrt{6.8296}}
 \end{aligned}$$

$$= \frac{13.4}{2.613}$$

$$= 5.217$$

The degree of freedom

$$df = (N1 + N2) - 2$$

$$= (30 + 30) - 2$$

$$= 58$$

After accounting the degree of freedom, the writer got result that “t” formulated, 5.128 is higher than “t” table in level significant 5% = 2.00 and 1% = 2.65. It can be see that  $2.00 < 5.128 < 2.65$ .

The interpretation of hypothesis can be seen below

$$H_a = t_o > t\text{-table}$$

$$H_o = t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is effect of using self monitoring strategy technique toward student’ reading comprehension.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no effect of using self monitoring strategy toward student’ reading comprehension.

Based on interpretation above, writer can conclude that the score of  $t_o > t_t$  It means that there is a significant effect of self monitoring strategy toward reading comprehension of the second year students at SMAN 14 Pekanbaru.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. After the researcher collecting the data and analyzed the data, the result score show that the students reading comprehension before being taught self monitoring strategy, the mean of the score is 55.8; the category is law in experiment class. Meanwhile, the mean of the score is 56.2; the category is law in control class. Therefore, the students' reading comprehension is in **law category**
2. After being taught by using self monitoring strategy, the students' reading comprehension is in **High category** in experiment class. The mean of the score in experiment class is 73.13. It can be compared the students' reading comprehension without using self monitoring strategy that is in **enough category**, the mean of the score is 59.73.
3. The writer found that there is significant effect score that showed 5.217. In level 5% was 2.00. In level significant 1% was 2.65. It can be read  $5.128 < 1\%$ . Therefore, there is significant effect of Self Monitoring Strategy toward Reading Comprehension of the second year students at SMAN 14 Pekabaru.

## B. Suggestion.

After finding the result of the effect of Self Monitoring strategy toward Reading Comprehension of the second year students at SMAN 14 Pekanbaru, the writer has some suggestions for the students, teacher, and school.

### a. Suggestion for Students.

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading itself. The students should read the material more and more. In this case, Self Monitoring strategy is an appropriate strategy that can be used by the students in reading material to get comprehension. Self Monitoring is a strategy that can increase students' reading comprehension.

### b. Suggestion for Teacher.

In effort to increase students' reading comprehension, teacher must be smart to select the strategy to be used in comprehending the reading text. Based on the research findings, there is significant effect self monitoring strategy toward students' reading comprehension. Thus, teacher can apply this strategy in teaching reading comprehension.

### c. Suggestion for School.

School is an institution that has purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially I teaching and learning

English. School should find the students' interest in teaching and learning reading. So, school should have English teacher find the strategy and observe the teacher's activity I teaching English.

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